

MIDWAY ELEMENTARY

1892 Highway 1 North
Cassatt, South Carolina 29032

GRADES PK-5 Elementary School

ENROLLMENT 358 Students

PRINCIPAL Jewell R. Stanley 803-432-6122

SUPERINTENDENT Dr. Herbert M. Berg 803-432-8416

BOARD CHAIR Dana A. Morris 803-432-4391

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	37	56	3	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

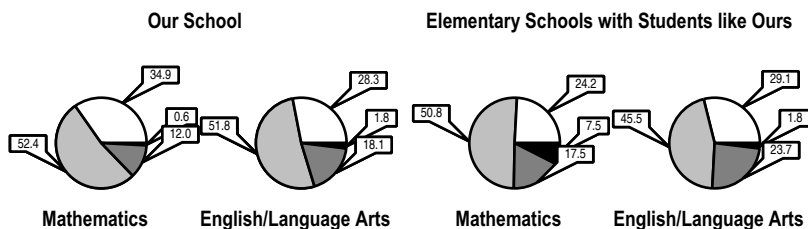
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	28	86	18
Percent satisfied with learning environment	96.3%	84.3%	72.2%
Percent satisfied with social and physical environment	96.4%	81.7%	38.9%
Percent satisfied with home-school relations	63.0%	85.7%	83.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	182	97.8	28.3	51.8	18.1	1.8	19.9	17.6
Gender								
Male	82	96.3	33.3	54.2	11.1	1.4	12.5	17.6
Female	100	99.0	24.5	50.0	23.4	2.1	25.5	17.6
Racial/Ethnic Group								
White	128	98.4	22.7	51.3	23.5	2.5	26.1	17.6
African-American	48	95.8	40.5	57.1	2.4	N/A	2.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	155	98.1	24.7	53.4	19.9	2.1	21.9	17.6
Disabled	27	96.3	55.0	40.0	5.0	N/A	5.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	182	97.8	28.3	51.8	18.1	1.8	19.9	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	179	97.8	28.0	51.8	18.3	1.8	20.1	17.6
Socio-Economic Status								
Subsidized meals	122	96.7	30.6	56.5	13.0	N/A	13.0	17.6
Full-pay meals	60	100.0	24.1	43.1	27.6	5.2	32.8	17.6

Mathematics								
All students	182	97.8	34.9	52.4	12.0	0.6	12.7	15.5
Gender								
Male	82	96.3	33.3	52.8	13.9	N/A	13.9	15.5
Female	100	99.0	36.2	52.1	10.6	1.1	11.7	15.5
Racial/Ethnic Group								
White	128	98.4	28.6	56.3	14.3	0.8	15.1	15.5
African-American	48	95.8	50.0	42.9	7.1	N/A	7.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	155	98.1	30.8	54.8	13.7	0.7	14.4	15.5
Disabled	27	96.3	65.0	35.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	182	97.8	34.9	52.4	12.0	0.6	12.7	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	179	97.8	34.1	53.0	12.2	0.6	12.8	15.5
Socio-Economic Status								
Subsidized meals	122	96.7	44.4	47.2	8.3	N/A	8.3	15.5
Full-pay meals	60	100.0	17.2	62.1	19.0	1.7	20.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	60	N/A	26.7	46.7	25.0	1.7	26.7
	Grade 4	67	N/A	27.7	46.2	24.6	1.5	26.2
	Grade 5	53	N/A	31.4	41.2	25.5	2.0	27.5
	Grade 6	38	N/A	21.6	64.9	10.8	2.7	13.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	52	98.1	21.7	43.5	30.4	4.3	34.8
	Grade 4	65	100.0	29.5	55.7	14.8	N/A	14.8
	Grade 5	65	95.4	32.2	54.2	11.9	1.7	13.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	60	N/A	46.7	41.7	10.0	1.7	11.7
	Grade 4	67	N/A	35.4	35.4	21.5	7.7	29.2
	Grade 5	53	N/A	34.6	34.6	21.2	9.6	30.8
	Grade 6	38	N/A	29.7	43.2	21.6	5.4	27.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	52	98.1	26.1	50.0	21.7	2.2	23.9
	Grade 4	65	100.0	36.1	55.7	8.2	N/A	8.2
	Grade 5	65	95.4	40.7	50.8	8.5	N/A	8.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 358)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.0%	Down from 3.7%	2.6%	2.4%
Attendance rate	94.5%	Up from 93.7%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	15.7%	Down from 16.1%	11.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.8%	Down from 6.3%	8.6%	8.0%
Older than usual for grade	2.0%	Down from 3.4%	1.3%	1.1%
Suspended or expelled	8.7%	Up from 0.5%	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	53.8%	Down from 58.1%	46.4%	50.0%
Continuing contract teachers	84.6%	Down from 93.5%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.5%	Down from 90.0%	86.0%	86.2%
Teacher attendance rate	91.9%	Down from 93.2%	95.3%	95.3%
Average teacher salary	\$43,958	Up 8.1%	\$39,347	\$39,909
Prof. development days/teacher	13.2 days	Up from 11.9 days	12.4 days	11.4 days

School				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio	17.4 to 1	Down from 18.9 to 1	18.6 to 1	18.9 to 1
Prime instructional time	84.9%	Down from 85.0%	89.5%	89.7%
Dollars spent per pupil*	\$5,779	Up 11.2%	\$5,863	\$5,892
Percent spent on teacher salaries*	68.7%	Up from 67.6%	66.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.7%	Up from 94.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Midway Elementary is located in the rural community of Cassatt in Kershaw County. Our school serves 390 preschool through fifth grade students with 25 teachers and 15 support staff. The mission of Midway Elementary School, in partnership with the home and the community, is to develop each individual's uniqueness and to prepare confident lifelong learners by providing challenging, innovative educational experiences in a safe environment.

Our faculty and staff are committed to improving our efforts to increase student achievement. Teachers participated in a variety of professional development opportunities in order to create innovative and challenging classrooms. Professional development for the teachers included 6 Traits Writing, Renaissance Math, Scaffolding for Writers, and Creative Arts in Teaching. Four teachers received National Board Certification this school year. In addition, we have four teachers who are currently seeking National Board Certification.

We continue to expand our academic programs as a vital means of improvement. This school year, we implemented the SOAR to Success, a small group intervention program designed to improve reading comprehension for struggling readers. In an effort to improve student achievement, our computer lab focused on software, such as Success Maker and Accelerated Math, which provides diagnostic testing, as well as practice, remediation, and challenges in reading and math skills.

Although our school PTO and School Improvement Council consist of a small number of parents and faculty members, we have been able to accomplish a great deal. Our school PTO and SIC kicked off a major fundraising project this year to add new playground equipment and to improve the safety of current playground structures. The PTO also worked diligently to commission a muralist to improve the aesthetics of the office area.

One of Midway Elementary's goals is to provide quality instruction to all students in order to meet performance goals and academic challenges. It is our school's desire to form a strong partnership between students, parents, teachers, and the community to make Midway Elementary a place where each child excels.

Jewell R. Stanley, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.